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ABSTRACT

This publication of six speeches, presented at the 62nd Annual Meeting of the National Council of Administrative Women in Education (NCAWE), February 1977, is intended to provide both information and inspiration for enabling women and men to channel their talents and energy into social action that will be geared toward achieving equity for women. Virginia Y. Trotter contends that women's aspirations and abilities are untapped. Joan Abramson focuses on higher education in citing denials of justice to women. Carrie Ayers Haynes describes her successful attempt in humanizing school management at an elementary school. Dorothy R. Godfrey poses the questions of what women can do to assure justice for American women, how they can become agents of change, and what women are doing about building support groups. Maxine Buie Simms presents a model for power among administrative women in education. Mabelle G. McCullough discusses the status of women administrators and suggests activities NCAWE can take to increase its impact on behalf of women administrators. (JLP)

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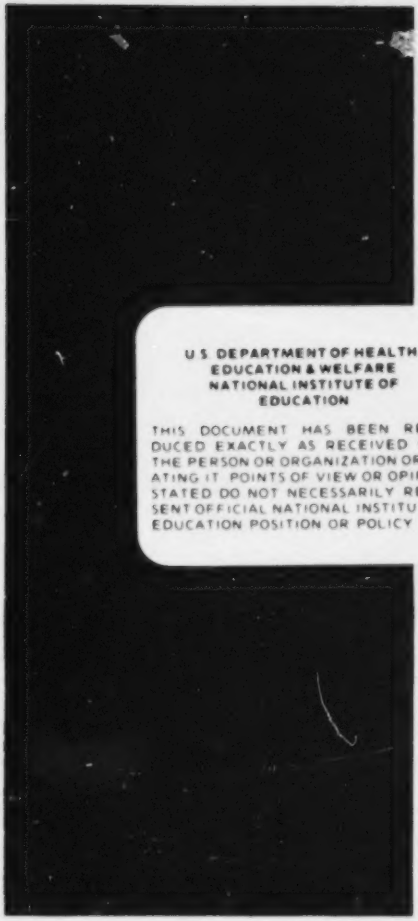

Wanted: More Women

EA 010 289

THE TIME IS NOW

FEBRUARY 24-25, 1977
Las Vegas, Nevada

THE NATIONAL COUNCIL OF ADMINISTRATIVE WOMEN IN EDUCATION

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Foreword

In 1974 I wrote *Why Aren't Women Administering Our Schools?* (published by NCAWE) on the status of women public school teachers and the sociopsychological factors hindering their promotion to administrative positions. The speeches which follow, presented at the 62nd Annual Meeting of the National Council of Administrative Women in Education, February 1977 at Las Vegas, include an assessment of where women are in education today. In some ways the picture is still gloomy, not very different from the overview I provided three years ago of the sex role stereotyping and sex discrimination in education employment.

Women are still conspicuously absent from the higher echelons of administration at all levels of education. Salary inequities still exist, merit is not recognized in women, a woman's gender becomes a disqualification for promotion. These and other forms of discrimination still exist.

I see, however, from the speeches here, that we as educators have moved beyond the point of only painting gloomy pictures of the status of women in education. Analysis of the forms of discrimination continues to be important and statistics are still needed to establish trends, but there is evidence in the pages which follow that these women are committed to moving beyond research into social action.

Now that women administrators are more knowledgeable themselves about the myriad forms of sex discrimination, they point up that the "time is now" to move constructively ahead

- to awaken other people to society's perpetuation of sex role stereotyping;
- to join hands with other women's groups for purposes of coalition building;
- to develop supportive, informal networks for helping women to be selected for top-level positions; and
- to take action to bring about change even if it requires risk-taking and moving into the unknown.

The speeches in this publication will provide both information and inspiration for enabling women and men to channel their talents and energy into social action which will be geared toward achieving equity for women in our society.

Suzanne Howard, Ph.D.
Assistant Director of Program for Education
American Association of University Women
Washington, D.C.
October 1977

The Time Is Now For Utilizing Our Untapped Resources

Dr. Virginia Y. Trotter, the first woman appointed to the position of Assistant Secretary for Education in the Department of Health, Education and Welfare in June 1974, was the recipient of the NCAWE DISTINGUISHED SERVICE AWARD for 1976.

I am deeply honored to be here today as the recipient of your Bicentennial Distinguished Service Award.

I have met many members of the National Council across the United States, and I commend you for the work you are doing to help raise all administrators, awareness and increase the effective participation of women at every decision-making level.

As you know, all of my working life has been in the field of education, and this occasion gives me the unique opportunity to share some of my concerns on the future of women in leadership and decision-making positions in education.

In the past, most of the presidents of women's colleges were women, a factual statement that cannot be made of the present. Simple statistics bluntly state the grim situation in education. In 1972, women comprised 57.6 percent of the professional educators in New York City public schools but only 1.7 percent of the high school principals were women. The University Council for Educational Administration determined in 1972 that only 2 percent of all professors of educational administration were women--and although women make up about 40 percent of the work force, only 19 percent at most are professionals and managers. A study of women in higher education done by the American Council of Education revealed that only 148 out of 2500 educational institutions had women as chief executives. And of the 148, most were small and church related. The truth of it is we have continued to maintain relatively undisturbed all the ancient edicts about the superiority of males and the inferiority of females.

While I was Assistant Secretary for Education, I sent a report to the President from the National Center for Education Statistics showing that the salaries of women relative to men have not significantly improved either in private or public institutions of higher education. Women's salaries were 82.9 percent of men's salaries in 1972, and they were 83.2

percent in 1974. Women were also disadvantaged in the tenure situation where 26.7 percent of the women and 57 percent of the men had tenure. In academic rank, for example, in 1972, the total number of full women Professors was 9.8 percent and in 1974, 10.3 percent; women Associate Professors in 1972 numbered 16.3 percent and in 1974, 27.1 percent.

Considering the gloomy picture, you may well ask what there is to look forward to in the future. One hopeful sign is the legislative explosion of the last few years as Congress has reorganized the necessity to end sex discrimination on the campus. Title IX, as you know, now prohibits discrimination on the basis of sex in all Federally-assisted education programs.

I believe the second great breakthrough favoring the goal of sex equality is the opening of the doors of higher education to women. Today, a woman can be admitted to a college or university where she is free to study for any career.

Although society now has access to women's brains and talents, they are still woefully under-utilized. Yet, as I have traveled from state to state, I have seen the development of new research centers and resource centers on women's studies. Women faculty and students are coming together to examine their status on the campus. New ideas are being exchanged between diverse people, older and younger women, and government and volunteer organizations. Private industry is taking initiatives in new management training courses for women, and several organizations are now funding research projects on career aspirations. There are new innovative programs in recruitment and training procedures. While I was Assistant Secretary for Education, the Fund for the Improvement of Postsecondary Education initiated a most creative approach for career counseling for women, established a woman's center for career and life planning, and made a unique grant for research on reducing the attrition of women students in the sciences—this is only an example of many demonstration and research efforts across the country.

However, the efforts to change education and employment patterns for women are part of a larger social concern. What we need to know is information about women who have aspired and excelled and about the conditions under which women have aspired, but failed. In fact, career aspiration has been identified as the crucial issue in women's education.

Barriers to change—if educational administration is to be sex-fair, access for women needs to be facilitated at all levels so that women may ascend the career ladder in the same length of time and with the same ease as men. The promotion of a few women to key positions does not facilitate the access of women to positions of leadership. The appointment of solo women only facilitates the access of the specific women who are promoted and it triggers a host of detrimental side effects. The chance for success of these women is limited because they are left alone

in the system to combat all the factors that have traditionally impeded their access to these positions. Among these factors that presently hinder the access of women to administrative positions are attitudinal barriers, socialization factors, discriminatory hiring criteria and inadequate management.

One of the greatest challenges is to convince women themselves that they can go beyond their traditional stereotypes. Certainly as a result of the women's movement, more and more young women are reconsidering their goals and are planning lives that include active careers. Women not only must have the capacity to accept leadership but need to question themselves on what women need to learn from men and what men need to learn from women. Women in the working world must accept the responsibility of being assertive and the reality of the demands of the job.

Women must realize three fundamentals:

1. A women must be competent in whatever she decides to do because opportunity means nothing if she is not prepared to take advantage of it.
2. Women as well as men must be aware of their prejudices against women in responsible positions.
3. Women must become convinced within themselves that they can do what they most want to do—and they must expect to be looked upon as individuals and be willing to accept the same responsibilities within a job that men are expected to accept.

If we play our roles as liberated women to the fullest—the future is going to hold a more honest and happier relationship between women and men—and between men and women and their country.

Dr. Matina Horner, President of Radcliffe College, expressed this nicely when she said:

> "There is an increasing awareness that the genuine experiences of equality between men and women depend not only on the opportunities and barriers society has to offer—but also and perhaps more importantly—on the reaction and beliefs that those men and women involved have about themselves and each other. Since people differ from each other as individuals—more than men and women do as groups—those who choose to pursue traditional careers or family patterns should be encouraged to do so with pride—without guilt, discomfort, or apology—just as those who seek nontraditional fulfillment and life patterns must also enjoy and exercise their options freely—without fear of retribution and loss of self-esteem."

But even if all job discrimination were to end tomorrow — nothing very drastic would change. For job discrimination does not by itself help us to understand why so many women *choose* to be assistants instead of executives, or instructors instead of deans.

Discrimination frustrates choices already made, but something more *pernicious perverts* the motivation to choose. *That something* is an unconscious ideology about the nature of the female, an ideology that constricts the emerging self-image of a female child and the nature of her aspirations from the very first. As long as those responsible for the education of children believe sexual stereotypes to be innate rather than culturally induced, the conditioning will continue.

We now know that children's aspirations are developed at a very early age. Through both their interaction with role models, and direct and indirect verbal messages, children learn who is smart, who is powerful, who can be creative, who can be independent, who will be successful, and who will fail.

We are all part of a movement interested in obtaining equality and equity for all. And that is why I believe that it is up to you — because it is the schools, colleges, and universities that are the key to any effort on the part of women to awaken more people to the whole matter of discrimination and understand why society perpetuates it.

Women are not socialized to have high career expectations. (Maccoby, 1966; Barnett & Tanuiri, 1973; Rousell, 1974). The result is that women, unlike most men, are ambivalent about their professional ambitions. Women who do aspire to leadership positions often find it difficult to integrate this priority into their own value system. When discouraged by external factors, they wonder if they are right in pursuing leaderhip positions. Women do not have the confidence that the internalized value system of a man provides for him. In some ways, then, women need more support from peers, supervisors, and subordinates than men, because many women are unable to reconcile their ambitions with their parent, teacher, and peer induced value systems. The absence of external support may have a greater effect on a woman than on a man because men are socialized to persevere and seek professional success whereas women are not.

Many women may be reluctant to pursue jobs in which they know they will not be able to benefit from the same kinds of support systems and rewards as their male colleagues. For

> ...peer relations affect a woman's decisions not to seek promotion into managerial ranks, where she will no longer be part of a group of women; for men, of course, peer relations are a given throughout managerial ranks. (Kanter, 1975).

But a woman administrator gives up more than the camaraderie of female co-workers. She must also gain access without the professional

support that men receive from each other. This is a real concern in the field of education, where men enjoy the benefits of the "old boy" system. This informal network, whereby many men provide information to their colleagues and mentorship to younger male aspirants, is not really open to women. The "old boy" network provides information about job openings. Unless a woman is singularly well connected, she will not receive this information. It is often true that qualified women are not recommended unless the institution specifies that it wants women candidates.

There are not enough successful women to provide mentorship to younger women. This means that men must be willing to provide mentorship to aspiring women. In schools of educational administration, for instance, only 2 percent of the faculty are women (Niedermayer et al., 1974). There are not enough women in the schools to provide the support and encouragement that females need. A study of the University of Chicago Graduate School (Freeman, 1971) found that it provided the female students with a "null environment." Freeman's conclusion was that in most graduate schools of consequence, women are admitted but thereafter barely tolerated, and that this "null environment" has caused women to have less successful graduate careers and to lower their aspirations regarding post-graduate employment.

Certainly the employment of increased numbers of women administrators at high levels would have a considerable impact upon lessening discriminatory practices. Such a policy would give men and women students role models of successful and respected women administrators.

No one woman speaks for women, but I must say it is a great time to be a woman and to be part of one of the great challenges of our time. As administrators we have an unparalleled opportunity to effect change. Your roles on the transmission of values and on the preparation of men and women for careers make this opportunity a responsibility. Legislation can support equality but without the involvement of men and women together to give the law life and momentum, meaning and action, then nothing that is done in Washington can make a real difference.

How do we begin? By listening to ourselves, and our experiences, by listening deeply and humbly—but with a sense of trust and confidence that we can understand what our experience shows we lack. That anachronism, the "ideal" woman, is no longer adequate but an image grown small and narrow. If we as women are not prepared to believe in and to understand our own lives and aspirations better, we will not have the courage and stamina to change them.

I am reminded of what Elizabeth Cady Stanton, at age 72, said in speaking to the International Council of Women, in the year 1888:

"The younger women are starting with great advantages over

us. They have the results of our experience; they have superior opportunities for education; they will find a more enlightened public sentiment for discussion; they will have more courage to take the rights which belong to them. . . Thus far women have been mere echoes of men. Our laws and constitutions, our creeds and codes, and the customs of social life are all of masculine origin. The true woman is as yet a dream of the future."

I know and you know that the dream is possible because we are here today sharing these thoughts, caring about each other, and caring how we effectively utilize together the greatest source of energy that our country possesses—ourselves!

The underutilized and untapped resources of aspiring women administrators are sorely needed to improve the quality of education on all levels. While equality of opportunity for women in education is a goal in and of itself, the advantages to the entire educational system and to society at large which can be expected when women achieve positions of educational leadership in significant numbers are vital points of progress for America as we enter into our third century of development. Our creative intelligence and resolute determination must make this third century of development one of demonstrated educational leadership by one of our most underutilized resources—the educated women of this country—*the time is now.*

The Time Is Now To Dispel the Myths that Deny Justice to Women

Presented by Dr. Joan Abramson, author of *The Invisible Woman.*

Several years ago, when Harlan Cleveland was president of the University of Hawaii, he was called upon to address a group of women. His subject was the woman administrator and her prospects in today's society and his audience was made up largely of women who had succeeded to some degree in the field of education. Among the audience were several women who had served a term as chair of university departments, a principal or two, a community college dean and a woman educator who had

won election as a state senator. None of the women present had yet made it to the august heights as president of a large state university. Indeed, none had made it into the upper ranks of administration either at the college or department of education level. They had, as a group, a great deal of talent and a long way to go.

Cleveland, misguidedly thinking he was offering encouragement, informed them that all would be well in the future if they would only be patient. In the past, he said, women were not well suited to administrative and managerial tasks. That was because the old style of executive management was vertical and required a suitably strong hand at the top to make decisions and give orders that would implement the decisions. But a new style of management is beginning to emerge—a horizontal style—a style for which women are particularly well suited by their natural gifts. Horizontal management, he assured us in sober tones, requires persons gifted in interpersonal relationships and low-keyed consensus style decision-making—all things which women are naturally equipped to handle.

Furthermore, he went on, oblivious to the rising level of hostility in his audience, the electronic age has given women a big boost toward realizing their executive potential. In the old days, executives had to have powerful voices to be heard. We would not expect to hear a woman discoursing in the agora, back in ancient Greece, because her voice would be shrill and unpleasant. However, now that we have electronic amplification devices at our disposal, it is possible for a woman to speak up without distressing her audience by the mere tone of her voice.

Horizontal management, he concluded, was the coming thing and we could therefore look forward to seeing a large number of women holding down executive positions.

Among the questions asked after Cleveland finished his presentation was a hypothetical question about the suitability of a woman for administrative employment at a university if that woman had previously been outspoken on behalf of equal employment opportunity for women. The answer was mindboggling. No one should be denied an administrative position because of her political activity. However, any woman who had been outspoken in *that* particular way was clearly not the low-keyed, interpersonal relations, horizontal type executive who would be required in the modern world. Therefore she would be unqualified for an administrative position.

I was the person who asked that question and I must admit that it was far from hypothetical. I had just been elected to serve as director of New College, a major four-year undergraduate program at the University of Hawaii. I was chosen by vote of the faculty, staff and students of New College as the most qualified individual for that job. And I had been an

advocate of merit selection: of selection of the most qualified individual for the job regardless of race or sex. Now that very advocacy of merit qualifications over preference made me unqualified by Cleveland's definition to fill the post to which my colleagues had elected me *because* of my qualifications. This was not the first time that my qualifications had apparently disqualified me at the University of Hawaii. In 1971, I was turned down for tenure by the Department of English. Yet the documents in which the department recommended against my permanent retention are laudatory. The reason tenure was not recommended, according to the department, was that there was no need for anyone with my particular talents.

Over the next few years the same department *did* have need for and *did* tenure sixteen men, but no women. Five of these men were in my own fields of creative writing and journalism. Both in teaching and in publications, the five men had not compiled records that matched my own. Indeed, one man had not published at all. Thus, it seems, I was qualified but not needed while these five men, all with questionable qualifications, were needed. I can only conclude that had I been male, I need not have been qualified to be needed by my department.

I raise the subject of qualifications here because it is central to the issue of advancement for women in education as well as in all other fields of professional employment. Yet all too often even women who should know better become suspicious of someone who has charged discrimination and wonder secretly if perhaps the individual making the charge is not just venting spleen at being turned down for insufficient merit. While it may on occasion be true that a woman has not been rewarded by the system and is also not worthy of reward, it is misleading and tangential to concentrate on her worthiness or shortcomings. One need only examine the worthiness and shortcomings of males who have made it in the system at most universities to grasp that worth and merit have little to do with their having achieved status in the system.

Understanding merit is, I believe, the key to understanding how discrimination against women and racial minorities functions. Simply put, merit is not recognized in women or members of minority groups. This is not necessarily a deliberate failure and the resultant discrimination is not necessarily intentional. Frequently it is simply a matter of the human tendency to appreciate, understand and respect that which most closely reflects one's own self-image. An employer, given the choice between two persons equally qualified on paper will more often choose the white male than the woman or the black because that employer is more often himself a white male. He is comfortable with the white male candidate, he appreciates his point of view, he shares, or think he shares background and problems, and he derives from this the conclusion that the white male is the most qualified of the candidates. If you question

this employer closely you will discover most often that he is convinced the decision was based on merit alone and he will grow incensed at the suggestion that perhaps he was merely reflecting his own sense of comfort rather than any real difference in qualifications between the candidates.

Choice through comfort, for example, was behind the selection of Gordon Liddy to head the illegal operations that included the break-in at Democratic headquarters at Watergate. In *Blind Ambition*, John Dean recalls that he had wanted to recommend John Caulfield, the originator of the scheme, to supervise it. But, he writes, "I sensed that an Irish cop without a college education would not be entrusted with such a sensitive assignment in an Administration of WASP professional men." The hiring of Liddy also illustrates the other part of the merit issue: for while Liddy's WASPness and maleness were qualifications for hire, they were not disqualifications when he failed. In failure he was criticized because he was an incompetent thief where a competent thief had been required. He was not criticized because he was WASP or male.

The fact that merit is not recognized in those who are not white and male is a problem that continues throughout our professional lives. For women it is a problem that begins with the first job interview, continues through the salary we are given at initial hire, through promotion and tenure decisions and into selection for administrative employment. And, even when administrative positions are opened to women, it is the same problem—the failure to perceive merit in women—that lies behind the network of myths concerning women executives.

My own experience provides an example of such a myth in action: A year before I was elected as director of New College, a 300 student innovative college within the University of Hawaii system, I was chosen to serve as assistant director of that program. My predecessor, a white male, was given the use of the secretarial skills of one full-time stenographer and several student helpers upon taking over the job. I replaced him because he was doing an inadequate job. I was given a brand new IBM electric typewriter. And I was also given some unasked-for advice by the director of New College. I was told that the office staff was uneasy about having a female boss, and therefore it would be better if I did not try to use the staff, but wooed them slowly by doing my own secretarial work.

All of us are familiar with the myth that produced this unsolicited advice—the myth that women do not like to work for other women. The myth is rarely questioned by men and not questioned often enough by women. Yet it is used more often than any other myth as a reason for giving administrative posts to men rather than to women.

Indeed, this myth was behind one of the few critical comments made by reviewers in discussing my book, *The Invisible Woman*. In a largely complimentary review, a white male reviewer found it necessary to

temper his praise with the following comment: "Not all of Mrs. Abramson's assumptions will win universal acceptance. For example, she questions the notion that women do not like to work for other women, claiming it is 'largely a figment of the male imagination.'" The reviewer continues, "I've known many women who said they do not want to work for a woman boss. My wife, in her professional life, has worked for two women bosses and she swears never again." Thus the reviewer's wife, who has unquestioningly absorbed the myths and prejudices of our society concerning women executives, becomes sufficient evidence to support the reviewer's continuing faith in the myth.

In truth, however, many of us do not like the person for whom we work. If that person is male, we simply complain. If that person is female, we too often complain that the problem is located in that fact alone. A woman's gender, then, becomes a disqualification for advancement. No better excuse has been invented for keeping women in their place—and no excuse with less justification in reality.

It would be pleasant to state that such excuses and the myths they rest upon are fading, that justice, in the end, is on the way to triumphing, or that all good things come eventually to those who wait. But there is another old maxim that tells us that justice delayed is justice denied. And unfortunately the past—all the past—has been a tale of justice delayed.

Women in the professions had absolutely no protection from employment discrimination under Federal law until only five years ago. In 1972, Congress at long last amended the Equal Pay Act of 1963 to cover professional, outside sales and administrative employees. That same year, Title VII of the Civil Rights Act of 1964 was amended to cover persons in government employment and educational institutions. Before that time, the only possible protection women had from employment discrimination came from Executive Order 11246 as amended, which, since 1968, has forbidden Federal contractors from engaging in discriminatory practices based on the sex of employees or applicants for employment.

But the law is only part of the story. Enforcement of the law is another part, and here, too, both justice delayed and justice denied have been the watchwords.

In Biblical times, Moses was ordered to place a lesser market value on women: "...thy valuation shall be for the male child...thy valuation shall be fifty shekels of silver...and if it be female, then thy valuation shall be thirty shekels." Today, even the Biblical worth of women of 60% the worth of men, is not a reality. In its latest report on the earnings gap between men and women, the Department of Labor states that women earn 57 cents for every dollar earned by men.

In higher education the situation is particularly grim. The American Association of University Professors recently reported that the percentage of women in college teaching dropped from 22.5% in 1974-75 to

21.7% in 1975-76. What is more, the figures show that the drop was largest in the ranks of professor and associate professor, the two ranks associated with tenure. During the same period, the Office of Education reported that the average salaries of female faculty members increased only 5.8% while the average salaries of male faculty members increased 6.3%, thus increasing the already existing earnings gap. And in spite of this dismal record the white male education establishment has managed to divert attention from the real problems of discrimination by raising the red herring of "reverse discrimination"—a euphemism for discrimination against white males, which they claim is the current result of vigorous government antidiscrimination activity.

In spite of such propaganda, in spite of the dismal employment figures, and in spite of an enormous expenditure of tax dollars in supposed anti-discrimination enforcement activity, the government has a dismal record.

The Equal Employment Opportunity Commission, which was set up to enforce Title VII of the Civil Rights Act, has been struggling for years under an enormous and growing complaint backlog as well as a serious case of administrative mismanagement. The result has been that complaints lodged by professional women, and especially by women in higher education, have almost automatically been "back drawered." The resistance of employers becomes more zealous as the level of employment rises and these cases are generally too complex to lend themselves to quick investigation and simple solution. Thus they are often set aside in favor of less complex cases that do more for the agency's record of completed work.

The Equal Pay Act, for a time, seemed to offer excellent promise of resolving at least some serious issues. But the Department of Labor does not have an admirable record on equal pay matters. The Department has had authority over equal pay in non-professional employment for close to 15 years. During that time the earnings gap between men and women has grown. What is more, there is evidence that the Department has attempted to evade its enforcement responsibility in large areas of employment. In the spring of 1976, the Supreme Court ruled, in *National League of Cities v. Usery*, that the Department of Labor did not have wage and hour jurisdiction over certain categories of state and local government employees. The Court held a 1974 amendment to the Wage and Hour Act unconstitutional in that decision. But while the Court ruled that the Department of Labor could not set wage rates, it did *not* rule that the Department could not interfere if states assigned unequal rates to men and women based on their sex. In fact, the ruling had nothing whatever to do with the Equal Pay Act. But the Department of Labor, under President Ford, decided to interpret the ruling as if it applied to the Equal Pay Act and refused to act in cases dealing with state and local government

employees. A large percentage of women workers fall into these categories, many of them in school systems, colleges and universities. Thus the failure to enforce is of enormous significance. So far, at least six federal district courts as well as the Third Circuit Court have ruled that the Supreme Court decision in *National League of Cities* does not affect the Equal Pay Act or the obligation of the Department of Labor to enforce that act for state and local government employees. Whether the Department of Labor under President Carter will begin enforcement or whether it will require another Supreme Court decision to begin the process remains to be seen.

Meanwhile, the Department of Health, Education and Welfare, which has perhaps the most potent of antidiscrimination weapons in its possession—the denial of Federal funds to employers—actively aided in the dismantling of equal employment opportunity over the past eight years. The Office for Civil Rights of HEW has never once employed its power against a university. Indeed, it has been charged that it has employed it only once against any employer in the past five years. Of the over 2,000 universities that receive Federal funds, HEW, in 12 years of responsibility in race discrimination and 9 years in matters of sex discrimination, has managed to gain "approved" affirmative action plans from only 49. And the value of these plans is subject to serious question.

At the University of California at Berkeley, for example, HEW approved a 1975 affirmative action plan in which the university promised to achieve equity in some areas in 30 years time. Equity, incidentally, was modestly defined as a goal of 13%-women on the faculty. The government found this promise acceptable. Indeed, OCR's director at the time the Berkeley plan was approved, praised the university for its "strong commitment...to the underlying objective of equal employment opportunity for all Americans." In perfect accord with the objectives of its affirmative action plan, it is noteworthy that Berkeley's first annual follow-up report indicates a *reduction* in the number of women on the faculty and shows a *lengthening* in the timetable for achieving equity. In some areas, the 30 years to equity figure has been revised by Berkeley administrators and now reads "30 plus", a figure Berkeley defines as "a minimum of thirty years to achieve parity." In other words, Berkeley has now made a firm commitment to the government *not* to hire to parity for at least the next thirty years. And this commitment, too, has been approved by the Office for Civil Rights. Clearly the momentum for the past eight years has been to weaken the antidiscrimination laws in education and elsewhere. Whether the new administration can or will turn enforcement activities around is still a question.

When President Cleveland finished that speech at the conference of women educators, he referred us all to his book, *The Future Executive*, for more hints on how to get ahead in the upper reaches of management. He

told us the book would help us to understand his theories of running a large organization in a horizontal rather than vertical fashion. Presumably, once clued in to the necessary techniques women, whose natural abilities give them a natural edge in the new management, would do beautifully.

Behind his talk and his theories the underlying assumption is clear: the system is not responsible for women remaining on the outside. Rather, women were not naturally suited to success in the system. Their absence was a matter of necessity not of injustice. It was a matter of the absence in women of certain characteristics that were necessary for executive success. Cleveland, along with Shakespeare's Julius Caesar, was telling us: "The fault, dear Brutus, is not in our stars, but in ourselves..." And he was also telling us that now that management styles were changing, women can expect to do very well indeed.

But over the years more and more women have come to realize that the doors to advancement in the world of education and elsewhere were and are barred by the system, and *not* by any innate, gender-related flaws in ourselves. More and more women are aware that it is a system of preference among those with power, a system where merit remains largely undefined and totally unrelated to skill or ability or achievement. More and more of us know that the doors to administrative work in education and elsewhere are barred by outmoded fears and ingrown prejudices and foolish myths, not by the inexorable necessities of vertical or horizontal management. Our knowledge has grown, and so has our commitment. Our tolerance of discriminatory treatment in our professions is rapidly waning, and-horizontal management or no, we will *not* take discrimination lying down.

1 John Dean, *Blind Ambition*, Simon and Schuster, 1976, p. 74.

2 Charles Frankel, "Bias on the Campus," *The Honolulu Star Bulletin & Advertiser*, August 24, 1975, p. B-12.

3 Leviticus 27: 3-4.

4 Robert Dorfman and Donald C. Cell, "Nearly Keeping Up: Report on the Economic Status of the Profession, 1975-76," *AAUP Bulletin*, Summer, 1976.

5 *Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty, 1975-76*, National Center for Education Statistics, Department of Health, Education and Welfare, prepublication release #NCES 76-117, January 27, 1976.

6 *The Earnings Gap Between Women and Men*, U.S. Department of Labor Employment Standards Administration, Women's Bureau, 1976.

7 William Shakespeare, *Julius Caesar*, Act I, Scene 2, line 134.

The Time is Now for Humanizing School Management

Carrie Ayers Haynes, Principal, Grape Street Elementary School, Los Angeles City Unified School District

How are we ever going to manage? They just continue to take all of our power from us. On October 2, 1975 the Los Angeles City Board of Education abolished the use of corporal punishment, effective November 1, 1975.

In January of 1977 principals were directed to have their School - Community Advisory Councils develop a set of criteria for assignment of a principal to that school.

Almost simultaneously Guidelines for the Administration of the District Reading Plan arrived stating:

"PRINCIPALS, IN COOPERATION WITH LOCAL SCHOOL ADVISORY COUNCILS AND/OR P.T.A. SHALL ESTABLISH A LOCAL SCHOOL READING COMMITTEE CONSTITUTED OF REPRESENTATIVES OF TEACHERS, PARAPROFESSIONALS, PARENTS, AND/OR COMMUNITY LEADERS WHOSE FUNCTIONS SHALL INCLUDE REVIEWING THE PROGRESS OF THE INSTRUCTIONAL PROGRAM IN READING AT EVERY LEVEL IN THE SCHOOL..."

Compensatory education schools may expect the Monitoring and Review Team every other year and now there will be COLLECTIVE BARGAINING. With these and all of the other constraints, restraints and regulations, how can a principal manage?

These are typical of comments heard these days wherever there is an assemblage of school administrators.

When I arrived at Grape Street Elementary School in the spring of 1969 to serve as principal, the faculty had established its own dynamics. Teachers evidenced a negative orientation towards children. Classes were lackluster. Students were apathetic and unruly. Parents espoused a blind faith in the school. And vandalism was an integral part of the curriculum.

After three days of extensive unbelievable trauma during my second month on the job, I decided to break the theoretical administrative principle I had been taught and do something abruptly to bring about some

change. In the next meeting I requested that teachers develop and submit reading lesson plans. Many voiced their indignation. Their compliance was inadequate. I developed a format and guided their efforts. Although many were initially reluctant some satisfactions became evident when they reviewed their improved efforts posted on the bulletin board.

The statement, "We can teach her way when she's in the room and our way when she's out" provided the stimulus for their next involvement. A teacher on each grade level was asked to submit plans for a twenty-minute lesson to teach in a demonstration session for her peers. A thirty-five minute block of time was designated for this activity. Students assigned to each of the other teachers on this grade level were released to see a movie or for supervised play. The visiting teachers observed and evaluated with the demonstrating teacher for the immediate fifteen minutes following. The more each teacher participated the more each became receptive to involvement.

In the fall of 1969 our school received $275,000 ESEA Title I dollars over and above district funding. Because of the time element and other circumstances teachers were superficially involved in program and budget planning. In that first semester we annihilated team teaching, departmentalizing, individualizing and traditional classroom teaching. During the second semester about half the staff went out on a city-wide twenty-three day strike. It was a year lost for our students.

During the summer of 1970 a first year probationary teacher came to inform me that the director of the International Center for Educational Development in whose workshop she and three other of our teachers were enrolled had announced that he was looking for an inner-city school to complete a four-school project. The focus was to be on environmental education using an open classroom approach. She was enthused and felt the staff might embrace the effort. In response to my call of an unofficial summer school staff meeting, all thirty-nine of the teachers reached by telephone appeared. Dr. Virgil Howes, the Director, came to provide information and answer questions. There was vigorous exchange. Questions, answers, statements, testimonies abounded. Everyone got into the act. Then a permanent teacher queried, "If we get into this program will we have to write lesson plans?" My response was "No, we'll plan in a different manner." That became the determining factor. Teachers signed that they wanted to be involved in the program.

Morale was lifted. Teachers arrived in the fall ready to get going with their program. In-school time was secured for staff development. We were permitted to dismiss early one day each week which provided us an hour and a half block time. We began dialoguing. We began planning ways of working together. Schedules were designed for classroom visitations. We began with the kindergarten and each week we proceeded to

visit the classrooms on each grade level through the sixth grades. Each teacher explained the rich, varied and meaningful learning environment which had been developed.

Mayme Sweeney, the third-grade teacher, who had returned from leave in the fall of 1969 and moved in and moved in and moved in, caused teachers to inquire, "Where is she going with all that junk?" During that year of trauma her class maintained a perfect attendance record. Now eyes turned to acclaim her as a model. Teachers visited her frequently to learn her approaches. She led staff development sessions. Teachers were encouraged to bring self-developed instructional aids to share in other workshops. Leadership among the staff began to emerge.

Teachers budgeted and came for a three-day pre-school staff development session in the fall of 1970. They were presented a calendar of activities. Upper-grade paired with lower-grade teachers were assigned leadership roles in the areas of their interests, strengths or weaknesses. Topics covered the range of the curriculum. It was interesting to watch their facial expressions of satisfaction as each one located his or her name on the roster. It was evident that now they were participants in our problem solving efforts. The hour and one-half block of time was well spent. Each presentation was well planned, substantive, professional and provided involvement. Each person took great pride in this endeavor. More of a togetherness continued to emerge.

Mid-semester an evaluation session was planned by the administrators. Teachers were asked to respond to the following open-ended designed instrument:

Self and School Evaluation

1. How do you feel about your pupils?
   a. Have you become acquainted?
   b. Do you know their areas of strength?
   c. Do you know their areas of needs?
   d. Do you know about significant personal problems?
   e. Do you know their interests?
   f. Do you have ability to achieve?
   g. Can you accept each child as he is?
   h. How do you maintain control?

2. How would you interpret your pupils' feeling about their classroom?
   a. Do they maintain regular attendance?
   b. Do they arrive on time regularly?
   c. Do they return promptly after each recess?
   d. How would you describe the pupils' attitudes in your room?

3. How do you feel about the program you are implementing?

   a. Room Organization
   b. Room Environment
   c. Learning Centers
   d. Scheduling of Activities
   e. Diagnosing Needs
   f. Determining Interests
   g. Record Keeping
   h. Development of Profiles
   i. Maintenance of Profiles
   j. Pupil Achievement
   k. Group Conferences
   l. Individual Conferences
   m. Pupil Relationships
   n. Pupil Recognition
   o. Classroom Management

4. How do you feel about our Staff Development Program?

   a. Organization
   b. What has been helpful to you?
   c. How can it become more helpful to you?

5. How do you feel about assistance being provided by support personnel? Indicate what has been helpful and what could be more helpful to you.

   a. Education Aides
   b. Miller-Unruh Reading Specialists or Remedial Reading Teacher
   c. Psychomotor Resource Teacher
   d. Nurse
   e. Pupil Services and Attendance Counselor
   f. School Psychologist
   g. Custodial Staff
   h. Clerical Staff
   i. Assistant Principal
   j. Principal

The candid copious responses catalyzed change in our school reorganization. Tuesdays were designated for meetings and Thursdays for staff development. The first Tuesday, the Teachers Meeting is held with the principal in charge, the second Tuesday the Faculty Meeting is held with the elected Faculty Chairperson in charge, the Vice-Faculty Chairperson chairs the Steering Committee on the third Tuesday, and

Cluster Level Meetings with Cluster Chairperson in charge are held on the remaining Tuesday.

Henceforth, the Staff Development sessions are planned co- operatively. The report card has been replaced by teacher-designed progress reporting. Students are multi-aged, grouped throughout the school and matched to teacher personalities. Parent conferences are planned and held. The School - Community Advisory Council is kept informed of each development and their input is given due consideration.

Resultantly, the group of sixth-graders who enrolled in the junior high school this fall have distinguished themselves in the maintenance of their high psychological as well as academic skills, as evidenced by test scores. Our students are benefiting from our continuing efforts to upgrade our program.

Positively directed staff involvement can aid in generating administrative power. The problems of growth and development at our school are owned by the staff. Resolving them cooperatively has a humanizing effect.

And THE TIME IS NOW!

The Time is Now For Asking Questions

Dorothy R. Godfrey

Paper presented at the 62nd Annual Meeting of the National Council of Administrative Women in Education, February 23-24, 1977, Aladdin Hotel, Las Vegas, Nevada. **Ms. Godfrey is the Staff Assistant for Women's Programs, Department of Health, Education, and Welfare, Region VII, Kansas City, Missouri.**

There could not have been a better choice of theme for this conference than "The Time Is Now." It is both philosophical and practical. Philosophical in that the only time that exists for any of us is that which we currently experience; this very moment. Practical in that it implies action; now is the time to do something, now is the time to become, now is the time for all good women to come to the aid of their sisters, now is the time to move forward, to think, to analyze, to plan, to implement, and so on. Let's not dilly-dally; let's get with it.

Initially, I had planned to talk about some very interesting information, based upon some recent task force findings and some recent statistics. But, on second thought, I realized that all of you can read and, interesting as this information is, some of you may have already read it. What is more important, some of you may want to know more about different parts of these studies than I would plan to "spoon-feed" to you. Instead, I will tell you what these publications are, where you can get copies, and strongly encourage you to get copies of them and read them for yourselves. Each is a Federal government publication and is available through the Superintendent of Documents, the various Government book stores, or through a source that I will give to you.

The first book is *To Form a More Perfect Union: Justice for American Women*. It is available, for a $2.00 donation, at the U.S. Commission on International Women's Year, Department of State, Washington, D.C. 20520. It was published in 1976.

To Form a More Perfect Union is the best compendium on American women that I have seen. It covers all women in all walks of life, AND makes some very excellent recommendations toward assuring justice for American women. As women administrators in education, I believe that you will find much in this volume to assist you in planning for equality of

education for the girls and boys and the women and men upon whose educational careers you have a tremendous influence. AND, if you feel that you are not able to have *that* much influence upon the future of education...well, that is one of the things that I want to touch upon.

The second publication has a rather prosaic title, *A Statistical Portrait of Women in the U.S.*, but don't let the dullness of the title keep you from securing a copy of it. This book, available through U.S. Department of Commerce District Offices for $2.10, is a publication of the Census Bureau and was published in April of 1976. The tables are excellent, but the essays are outstanding. And, for those of you who really want to get involved in developing support from the citizens of your community, the Census Bureau has a 23-page booklet, "Census Data for Community Action," at a cost of 50¢. This booklet gives some simple how-to-do-its for using census data to plan for such things as education for adults, for child care...perhaps in conjunction with education for adults, and for other activities in which participation and support from persons in the community is needed. I also want to touch upon support systems.

Initially, I *also* was going to talk about the phases of movements, such as the women's movement. It is a fascinating subject, but does not really do more than provide a theoretical framework for where the women's movement *is* at the present time. In a nutshell, the women's movement is in the doldrums! What we need are *not* more exercises in contemplating the navel of the women's movement, we need some winds to blow the women's movement constructively on its way again. And, this is just the group with which to begin. A group of intelligent, well-educated women administrators in the field of education. Also a group of women that knows better than their non-educator sisters about the inequitable treatment that women educators receive - the whole bit about being better qualified than men, the whole bit about it taking longer for women educators than men educators to get to the top in Education...if in fact a woman ever gets to the top! "Oh, GREAT!" some of you may be saying, "She's going to begin that consciousness-raising bit again. She's re-inventing the wheel! We've already been down that road." You are so right, we have all been down that road, and I say to you it's a good road and should be traveled more often. I plan to touch upon this subject, too.

By now it must be obvious that I don't plan to spoon-feed you, that I don't plan to give you a bunch of how-to-do-its, and I don't plan to commiserate with you. What I *do* plan to do is hopefully to challenge you by raising a few questions for which I have no anwsers other than a gut-level feeling that there are solid, valid, and useful answers to these questions AND that the women in this audience are among the best qualified to supply some of the answers. If you are so motivated, you can answer some of them yourselves. If you are not so inclined, you are in a position to encourage a student to dig for some of the answers.

The point I wish to stress, over and over, and *OVER* again is that you *can* do something to revitalize the interests of others in moving constructively ahead to assure that women are treated as *whole* persons in this country; not just as half persons; not just as cute, sweet little pets that need to be kept in the shadows; not just as whining, albeit charming, females whose behavior pattern is to "appeal" to the ego needs of some male authority figure, such as a husband or a boss, before they can summon the courage to express a thought or perform any kind of activity as a mature adult - in some circles this kind of behavior is seen as controlling...but we all know the behavior style! But let us not divert our energies into brooding over this kind of dependent woman, nor over the Queen Bee type of woman. Let us focus our talents and energy on ideas and activities that can *enable* both women and men to become responsible, mature, WHOLE persons. Let us begin to raise questions and to focus upon solutions.

Question number one: What else can the field of Education, and in particular, women in Administrative education, do to assure justice for American Women?

It is a pretty well-documented fact that women educators, along with concerned feminist organizations have long been working to take the sexist language and pictures out of textbooks. That was, and is, no small undertaking, from which much of value has been learned, but is that as far as it is possible for the field of education to go? Let's apply the know-how of that accomplishment to some other areas.

What is being done about the "I'm not a women's libber" classroom teacher? What is being done about why she feels that she should not be identified with justice for American women? What kind of an effect does this attitude have upon helping students develop the full potential of their skills, talents, and interests? What kinds of required continuing education courses (if there is such a requirement in your school district) is that person taking, and why? Are the courses devoted to such things as how to make useless, cutesy-pie things out of crushed egg shells? If that is the case, what are the ways that some of today's world, consciousness-raising course requirements can be implemented? This is an important area of the educational process and should not be treated lightly, nor shrugged-off in a blasé manner. YOUR consciousness may have been raised and *my* consciousness may have been raised, but don't assume that *OUR* mutual understanding is all that is needed on the subject. Consciousness-raising is an on-going process. No one can afford to become apathetic about consciousness-raising.

One of the best papers that I have heard on this subject was presented by Sey Chassler, editor-in-chief of *Redbook* Magazine, at a Federal Women's Program Seminar in Kansas City in September 1976. It is really outstanding, and brought the audience to its feet. If you feel that

consciousness-raising is a one-time activity, I think that you will feel otherwise after reading Sey Chassler's paper.

What are your expectations of the male class room teacher? What are *his* expectations? How is he being included in teaching equality for all persons? How are women, and men, being encouraged to see that greater opportunities for women have some very important spin-offs for men? Important spin-offs for men, *and* for women? How is this being integrated into the classroom, if in fact it is?

How are women encouraged to assert themselves without the stigma of being aggressive? Not only you and me, but the classroom teachers and the children and young adults that they teach. How is assertiveness being taught?

How are men being encouraged to become participants in the total childrearing process? How is the male, culturally-taught role, of "taking over" being handled? What kinds of signals are being given to men - young and older - to indicate that they do not always HAVE to "be in charge"? What is being done to teach girls and young women (and sometimes older women) that it is OK to "be in charge" in some instances?

These are just a few questions. I am confident that you can think of many, many more. But what is more important, I am equally confident that you can come up with some solutions, if you will just put your good, creative minds to it.

Question number two: How can women become agents of change? Typical response: "Women as agents of change? That's ridiculous! I'm just a woman in a man's world, how can I influence change? We all know that the men won't let us in the 'secret clubs' where decisions are made!" Is this how you feel about this question? If the answer is "yes", ask yourself, "Why do I feel this way about myself?" If you are able to be honest with yourself, you may find that the answer is a cop-out answer; you don't want to be bothered. And, that raises the further question of, "Why not?" Only you can answer that. Aside from that, there are a lot of possible answers to the question, most of which deal with a particular self-image, unique unto women, that has been taught and taught and taught in formal institutions such as schools and the "Dick and Jane" type text books, from the knees of parents, from the attitudes of bosses and co-workers (both male and female), and from innumerable other sources.

I would like to point out that just because someone else says you, as a woman, are of lesser significance in today's world does not mean that you ARE of lesser significance in today's world. UNLESS YOU BELIEVE IT. And, if you believe it, I suggest that you stop this business of self-flagellation, and start taking stock of the really competent person that you are. A good self-image begins with faith in yourself! Keep the faith.

and begin taking some action to bring about change. become a change agent. To begin, start asking questions about change!

What are some of the taken-for-granted things that women ALREADY do that indicate a capability to be change agents? You can think of a few things, off the top of your head, so can I. But I am confident that there are many kinds of qualities and capabilities that are indicators of women's capacity to become constructive agents of change. What is needed is a serious study of women and the kinds of things that they already do to make changes in specific areas of daily living, not necessarily in the home. This could be a most interesting subject for a thesis or a dissertation.

What are the elements of change, per se? What are the resistances to change, and why? These seem pretty routine questions, but consider them in the context of assuring justice for women. Then ask what kinds of changes can be brought about that will benefit women and society as a whole. The obvious question is, why bother to change? My answer, to that is why NOT? Just because a situation has always been that way, is no reason to assume that that situation is the only, NOR the best, way the situation should be. Do a little thinking, play with a few alternatives, come up with some hypotheses. don't just sit there!

Don't play "Yes, but", with yourself. Carefully planned change can be exciting and valuable, as well as profitable. But it does require problem analysis. I am constantly amazed at the number of women I encounter who play "Yes, but" with me when I suggest that they may want to think about changing their present job for one that more nearly matches their career goal. Most of their answers reveal a lack of faith in themselves to adjust to a new *work setting*. To me this is contradictory. these same women change their hair-do, their style of dress, and their place of residence. This indicates flexibility and adaptability. But, I keep asking myself, why are they unable or unwilling to make the connection between a change in residence (and all that entails) and a change in their job setting? This is a question that should also be investigated, in depth. Not only should be, but is essential if women are going to attain careers instead of job-jobs.

And another question that I would like to raise is this. What kinds of changes can women make in existing managerial models? Most of the training that I have seen for women managers is designed to bring women "on board," to *almost* fit into the male model for management styles and behaviors. The January 1977 issue of *Psychology Today* carries an excerpt from Margaret Hennig's and Anne Jardim's book, *The Managerial Woman*, which deals with the ways that women executives are excluded from the "old-boy network." This is an excellent article, and I encourage you to read it. However, I have wondered for some time why it is considered essential that women FIT INTO the male managerial model, even

though she is never fully accepted! What kind of a sacrament is the male managerial model?

When I consider the way working mothers handle their job responsibilities, rear fine children, take part in their youth-oriented activities, maintain smoothly run households, and, in some instances, go to school themselves, I have to ask myself, in an increasingly louder voice, "What about the female managerial model?" This, I submit to you, is a subject worthy of much, much exploration. How about looking at these kinds of women as agents of change for themselves, their children, and their families. How about looking into their managerial styles as change agents for administrative and managerial behavior? Women have a tremendous potential for being agents for change! Let's get busy and take a serious look at the many areas of work and volunteer activity that women contribute to our nation.

Question number three: What are women doing about building meaningful, important support groups?

So what do I mean by a "support group"? I'm sure that most of you have a definition, but for those of you who may not, let me explain my frame of reference. A support group is one which is *there* when you need it; it holds you together when the bottom seems to fall out of everything and it bursts with joy for, and with, you when you have succeeded in attaining a significant goal. It is a group that is FOR you ... at all times. We customarily think of family and close friends as being "there" when we need them. These are essential support groups; none of us can survive very long without them.

What I have reference to in the question that I posed are the informal kinds of groups or systems or "networks," as Hennig and Jardim call them, that are somewhat "best self-interest" oriented around a specific cause. The best example I can think of is the "good old boy" system, also referred to as the "old-boy network," through which all kinds of neat things happen in the MALE model of managerial behavior. It is a GOOD system; it is efficient and it is responsive. It is also an exclusive system, limited in membership to men.

Now I am aware that I appear to be contradicting myself. I have just asked why we do not begin to look toward a female model of managerial behavior, and now I am extolling the benefits of a particular informal, information/decision-making system peculiar to the male model of managerial behavior. Because I seek alternative managerial models, styles, or systems, does not mean that the existing male model is no good. How can such a statement be made until alternative managerial behaviors have been explored?

In fact, the "good old boy" system appears to be very successful. It is highly supportive—of men. The question I raise is what kind of a similar system or network have women evolved? Frankly, I have not found one.

Why does such a system *not* exist for women? When are we women going to develop a supportive, informal system to enable women to have the information they need to be selected for top management positions, to make decisions that appear *not* to be made, to plan strategies that obtain the results that women want?

All of us have experienced embarrassment and defeat as a result of the 'good old boy' system. The obvious question is, "How long are we going to continue to accept the fact of the 'good old boy' system and do nothing about it, except complain?" One answer is, of course, it is easier to be a victim than to be a victor! This phenomenon has been studied, and I encourage you to "bone-up" on these studies. If you agree with the studies, then your little world is complete...until the next crisis in your particular life. But if you agree with the findings of some of these studies, yet would like to do something to CHANGE the situation...women as change agents (Carrie Haynes, for example)...then begin by asking questions and seeking answers.

Of great importance to women is the question, how do I contribute to the establishment of a "good old girl" system, which I prefer to call a "good new woman" system? What are the dynamics of such a system? What are the mechanics of it? What should a "good new woman" system include? How should it differ from the "good old boy" system, if at all? How will such a system be utilized? How can such a system be most useful to women? How could a "good new woman" system help to find solutions to assuring justice for American women, and to assisting in solving the problems that face our nation and the rest of the world?

Once again, I am confident that you have out-questioned me, and that is good. But don't let it stop there. Begin to think about the answers, answers that you can provide, or, answers that someone with whom you have contact can provide. Let's not just sit here fretting in the shadows. Let us get out in the sun and *cast* a few shadows.

One of the ways to cast a few shadows is to join hands with other women's groups, form a coalition. Such a coalition says, "I'm *proud* to be a woman, I *like* women, and I am *for* women." All women, minority and nonminority, must join hands and pool their efforts into united action to achieve justice for American women. United, women can gain a share of the pie—separately women can, at best, only sniff at the crumbs. United, women can form strong, valid task forces to educate all persons about the right of *all* persons to be free to make choices that will enhance society and that will strengthen our nation. United, women can support the woman who chooses to fight discrimination with *more* than moral support...with money to pursue her case in the courts. United, women can insist on affirmative action that is meaningfully implemented and enforced.

Success won't come over night; overnight successes are usually fly-by-night events. The path won't be easy all of the time, but overcoming roadblocks adds immeasureably to wisdom. All that it takes for women to become *full* citizens of this country is for *all* of us to keep the faith and keep our eyes on the end result.

The time is *NOW* to begin to take action to form a more perfect union, to bring justice to American women, and to assume responsibility as competent, WHOLE persons. Let us do something constructive about changing the *human* image, as well as the image of women.

A Model For Power Among Administrative Women in Education

Presented by Dr. Maxine Buie Mimms

The education profession throughout the ages has been incorrectly viewed as a "woman's profession" and, indeed, it is true that there are a large number of women delivering services as classroom teachers, counselors, librarians and cooks. The acceptance and valuing of these roles by women and strong traditions in the schools have guaranteed that male administrative leadership is maintained throughout our educational system. This, of course, brings us to the theme of this conference "The Time is Now". I want to change this simple statement to a question—*Now is the time for what?*

Webster's dictionary defines "time" as "the measured period during which an action, process or condition exists or continues." This concept of time helps us understand the urgent need to develop a program of action for women in education today in order to assure administrative positions for women tomorrow.

Organizations dealing with the questions around sex emancipation must study and clarify their questions before they can proceed in the development of their organizations. Organizations must theorize first, conceptualize approaches or strategies second, and organize later. We generally do just the opposite; organize first and theorize last. Theory

must be the guide to action. I have become convinced that a model for power among women in education administration is missing. I draw this conclusion uncomfortably since *growth* rather than *power* is the dominant emphasis in modern educational messages and opportunities for women in educational administration to internalize and practice creative power may be limited.

This lack of emphasis on creative power for women—particularly with reference to women in education—is reflected in the literature. Therefore, I find myself with little technology available to help me describe the kind of process which can make women administrators confident and effective. In an attempt to clarify the assumptions which underlie the model which I am proposing here, I have set out some "principles" to which I subscribe. This model is built around a sequence of three phases which gradually introduce unfamiliar career components, unfamiliar environmental components and academic skill components to professional women in education who are interested in becoming administrators or who are already serving as administrators.

General Principles

- When there is *fear* of identity, you do not simultaneously want to introduce unfamiliar career elements, work environments and academic skills. This model is designed to minimize the impact or threat of the unfamiliar by phasing in these three elements. Fear neutralizes creative power in women. They become *afraid* to recommend each other because of the unknown element about another woman's abilities.
- A major objective in the advancement of women in education must be to develop a network of emotional support based on the recognition of and respect for differences. Every female administrator should be encouraged and urged to offer something different to the network. This could be done on a regional basis. The "something different" could be the journals, biographies and autobiographies of THE GREAT THINKERS in education (and I don't mean John Dewey). The thinkers and doers would be profiled on a regional basis. These would become the "textbook" for younger women in education.

Specific Principles

- Women must learn to manage their "femaleness." Biological differences are physically visible qualities which evoke a variety of responses. Until women understand how these differences are perceived, they will have a distorted sense of reality about personal

competence. A major objective of this model, then, must be the development of the ability to manage "femaleness"—anticipate the behaviors that one wants their "femaleness" to evoke.

- The idea of mixing "beginning" and "advanced" women in the area of educational administration is a useful one. Experience can make many "old timers" valuable resources to young or inexperienced women in educational administration.
- Women need opportunities to work in small groups. Small groups which meet either at the building level or district-wide are vital to building a network of emotional support on a regional or national basis. The discovery of the emotional support of other women in educational administration strengthens the sense of creative personal power.
- Providing an atmosphere for women educators to express a sense of creative personal power requires the emotional experience of *risk* taking.

The phases which follow allow for the gradual introduction of organized, creative power for women in educational administration.

Phase I — Group Sensitivity Phase

Assumption underlying this phase: The women involved in this phase are women of the *same ethnic background*, e.g., Black women together, white women together, Native American women, etc. The purpose of this separation is to allow each racial group to *complain* about everything that they feel is needed, before structured changes are made. Deprivation of this phase blocks channels for effective communication later on in the process.

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In this phase the activities are all *personal* and what's going on has the emotional involvement of each person. Essentially, the group discusses personal and school situation, occupational problems or whatever else emerges, and the participants are permitted to be as "nasty" as they feel about certain situations. What is discussed in this group phase remains with the group. This phase has a time limit imposed on it by group members and will not be completed until each person feels saturated and satisfied.

The major components which are unfamiliar during this phase might be called *structured communications skills*. The emphasis is on active listening and hearing each other, and requires the emotional involvement of all of the women in the group. The environmental features should be

familiar—a school building or someone's home. The leader of the group must be an "old timer" in education, preferably someone who has been around for 15 or 20 years—an important "familiar" element in the environment.

Phase II — Self-Exploration for Advancement

Assumption: The growth process during this phase can maintain a high interest for the group if the idea of advancement in administration moves from self to the community. Two questions that women should be concerned with in this phase are, 1) Do I *feel* that I am ready? 2) Do I have a constituency that believes and understands my readiness?

During this phase, the members of the group explore themselves as material of their own advancement. They now have an opportunity to be their own critics about self and community. They have an opportunity to develop models that will urge members of the group to push for advancement. There is also an opportunity to educate the community to the fact that "I am ready to be the principal of school A." The environmental component remains a home or school building, with added emphasis on meeting as a group more frequently than during Phase I. Academic skills introduced during this phase are technical writing and reading of their own resumes and proofreading each other's portfolios. The content of the discussions remains personal and familiar.

Critiquing each other's materials, proofreading and preparing portfolios introduces the idea of a *job advancement strategy* that becomes a power base for action.

Phase III — Job Management Phase

Assumption: When women understand the structures that affect their daily experiences and learn techniques to manage these experiences, they will have a greater sense of personal power and control—a prerequisite for job management.

In this phase, the group continues to work basically on familiar content—themselves, their community and their educational setting—to help them identify and clarify some of the barriers to advancement. Women now are ready to organize their thoughts by explaining to each other the unique features of the educational system within which they are operating. The environment remains essentially the same. New content here is vocabulary during the group sessions when "old timers" drill others with terms and basic concepts of the educational structures. The academic content of this phase is called "managment principles." The acquisition of knowledge about organizations and management reduces frustration. Once frustration about advancement or lack of advancement

is expressed in the group, members will be able to offer support from a management point of view. This teaches us how to become rational, technical *and* humanistic.

In spite of their fluid character, there is a characteristic of human institutions which responds negatively to new directions or change. This is true whether we are speaking of advancement for women in education or a new program at the building or district level. This complicated sociology of institutions generates "feedback" resistance unless advance planning occurs. As a fundamental principle of human behavior this response must be thoroughly understood by women if change is to occur. We are all involved in change. We have seen change attempted by several groups. We have seen their efforts achieve varying degrees of success.

It is important to keep in mind that opportunities lost for some are not gone forever, if those who follow after will heed to counsel of those who have gone before. Let us attend to this fact at once. Let us receive advice and counsel from each other and benefit from it.

Thank you for sharing this time with me.

Status of Women Administrators

Presented by Dr. Mabelle G. McCullough, Assistant Dean of Students and Associate Professor of Education, University of Minnesota. Dr. McCullough is Chairperson of the NCAWE Status of Women Committee.

As chairperson of the National Council of Administrative Women Status of Women Committee, I am concerned with making an assessment of where we are today with women as administrators in all levels of education. This is a most difficult task as there are many positive as well as negative forces at work. Some would like to credit affirmative action programs as a positive force, while others claim such efforts are counterproductive as far as increases in numbers of women administrators are concerned. In comparing the occupational distribution of women with

men for employed persons in 1975, the U.S. Department of Labor in its publication, *Women Workers Today, 1976* reports, "Women are more apt than men to be white-collar workers, but the jobs they hold usually are less skilled and pay less than those of men." The report goes on to say "Women are less likely than men to be managers and administrators, and represent only about one-fifth of these workers."

These data reflect that there is no increase in the numbers of women administrators and that the numbers are still decreasing. In the numbers game, for example, it is not hard to count the women superintendents in elementary and secondary education. Nevertheless, on the positive side more women are applying for superintendencies and principalships. On the negative side few are successful in getting the positions. It seems almost as if we are trying to go UP on a DOWN escalator. We have to run hard to stay in place.

For women in administration in higher education we can look to a study done recently by the American Association of University Women to update information compiled and published in 1970 on the status of women in academe. The original study revealed that there were too few women in higher education to tally and that women were found primarily at the lower end of the academic scale and mostly in non-tenured positions. This replicated study, *Campus 1970; Revisited 1976,* should be available early next year.

Let us take a look at the more positive factors that predict an increase in the number of women administrators. The factors usually mentioned are those of Affirmative Action and Title IX legislation. The term "affirmative action" is described in a variety of ways and covers a variety of activities. The following statement from "Project on the Status and Education of Women" presents it thus: "In its most general sense, the term 'affirmative action' refers to the concept that discrimination can be eliminated when employers take positive steps to identify and change policies, practices, and any other institutional barriers that cause or perpetuate inequality." The goal of affirmative action is to eliminate prospective discrimination and includes eliminating effects of past discriminatory actions that impact on women and minorities.

Some of the positive results of affirmative action are that of open advertising for positions that were formerly filled by the "buddy system" and elimination of bias in job advertising. Women and minorities are being recruited actively and job criteria are developed that relate specifically to a particular job.

Another positive factor is the increasing numbers of women enrolling in institutions of higher education. Indications are that more women are entering graduate training to become educational administrators. An article by Anne C. Roark in the February 7, 1977 issue of *The Chronicle of Higher Education* revealed a dramatic jump in the number of first profes-

sional degrees awarded to women, an increase of 184% from 1970 to 1975. In that same period earned doctorates received increased by 59%. The increase in women enrolling is attributed by the Census Bureau to the increase in the number of older women attending college and graduate school. The other side of the coin, however, is that women still fail to earn as many academic degrees as men. Some faculties attribute this to the fact that women have not been as committed to their career preparation as men, but feminist professors and students answer by saying that it is the institutions, and not the women, who take their commitment to education less seriously. Another problem for women is financial support while in school, and the fact that so many are able to go to school only part time while more men are attending full time.

For women to succeed in the highly competitive graduate preparation for administrative positions they need to garner support from both men and women. I picked up a publication of the Argonne National Laboratory and found a most positive and supportive article on meeting affirmative action goals by Robert G. Sachs, "The Director's Corner." He emphasized finding constructive solutions and ways of encouraging qualified professionals. He recognized the problems of the limited availability of qualified professionals among the disadvantaged, especially in the scientific and engineering fields. He stated that it is our responsibility to overcome this problem by providing opportunities and encouragement for young members of the disadvantaged community to move into the professions.

I found this same positive support in a memorandum of October 18, 1976 by Dean Warren E. Ibele of the Graduate School, University of Minnesota, as he spelled out to Directors of Graduate Studies the steps necessary to actively recruit minorities and women to the Graduate School. This reflects an attitude change on the part of top administrators in the direction of full and effective support of affirmative action.

However, there is a negative reaction to affirmative action as previously mentioned. There is evidence of misunderstanding of purposes, goals, and efforts and in some cases downright hostility. From time to time we hear of white male backlash and note cases in court of challenges of preferential treatment of minorities and women by educational institutions. A front page article in the *Minnesota Daily* on February 15, 1977 explored some of the negative as well as positive aspects of affirmative action. Criticism of the search committee procedure in hiring causes concern to employers. Such searches can be expensive. There are the increased costs of advertising and the time put in by committees while evaluating inordinate numbers of candidates when often a local candidate is selected as being the best possible person despite a nation-wide search. The large number of candidates is triggered by the fact that the academic market is a buyer's market and institutions do not have to go

begging people to apply for jobs in order to find qualified people. One comment in the article referred to above was, "Probably a lot of white males are having to prove themselves who didn't have to prove themselves before. People are now being compared to other people...."

The affirmative action procedure when carried out in good faith can open the doors to higher level positions for minorities and women. Nevertheless, there are still enough barriers caused by lack of opportunities for increasing levels of responsibilities to allow minorities and women to be eliminated in final choices. The system is not perfect and can produce other than the desired goals.

There are many negative factors working against women becoming educational administrators. The sex bias cases in the courts are costly in money, time, and morale and have the ever present possibility of retaliation when women use the legal machinery available to them. Their failure to complete degrees and the negative attitudes of men and even some women toward women's efforts to become administrators and managers are real handicaps to be overcome. There are so many myths attached to such attitudes. In addition we as women face financial limitations for graduate study. There are fewer scholarships and loans available to women, fewer opportunities to work while studying, and not enough child care facilities. Another discouraging factor is that women often do not get credit for what they know and for the skills they have acquired over the years. There is an excellent article on this point in *Findings*, Educational Testing Service Volume III, Number 3, 1976 called "Giving Women College Credit Where Credit Is Due" by Ekstrom and Lockheed. There also is an excellent list titled, "I CAN List for the Administrator/Manager."

I do not need to expound on the ever familiar theme that women still have to fight the cultural assumptions of their place in the home, the grade school, the high school, or the college. However, changes in textbooks, new attitudes on the part of counselors and teachers, and the slowly increasing acceptance of women in roles such as engineers, administrators, doctors, dentists, architects, or space scientists is encouraging. But it takes dedication and strength to persevere to an educational goal as well as to successful job performance once the position is secured. I believe more women are showing greater self-confidence and determination toward becoming administrators than ever before. At the same time they are more aware of the barriers they must remove or evade through "an end run."

Now let us look at the National Council of Administrative Women in Education and evaluate the kind of impact this organization is having in gaining an increase in the numbers of women administrators. In the few years I have been the chairperson of the Status of Women Committee I have noted an increasing number of institutions that send me letters ask-

ing for assistance in securing qualified women for position vacancies. This also is true of the National headquarters office. There is a definite perception on the part of educational institutions that N.C.A.W.E. is a source of help in finding qualified women, probably far greater in influence than the size of the organization would indicate. The organization has been a morale booster and a provider of resources for women administrators.

A more important question now is what more N.C.A.W.E. can do to increase its impact on behalf of women administrators. Some of these activities follow:

1. Get more institutional memberships and utilize them as resources.
2. Consider having institutional representatives to maximize relationships.
3. Provide resources and research on and for women administrators.
4. Assist women to publish articles, reports, theses, essays, and bibliographies (not limited to administration).
5. Recognize women administrators, not only on the national level, but locally and regionally.
6. Provide a Research and Resource Center.
7. Encourage educational administration departments to assign graduate students for practical and research experience with N.C.A.W.E.
8. Encourage faculty members to take limited sabbatical leaves for special research projects for N.C.A.W.E.
9. Prioritize goals for the organization that can be accomplished in one year, two years, five years with the over-all goal to INCREASE THE NUMBERS OF WOMEN ADMINISTRATORS IN EDUCATION.

In order to attain the goals and bring about desired activities, strategies are:

1. Prepare women for promotion.
2. Gain support of other women and men in organizations with similar goals and interests such as the American Association of School Administrators, the American Association of University Women, and the National School Boards Association.

3. Be willing to take risks and know legal rights.
4. Support the Equal Rights Amendment.
5. Develop coalitions with other organizations on common causes.
6. Raise awareness of the abilities of women (I CAN List).
7. Help women to know what kinds of things and what kinds of support data search committees are looking for.
8. Build a pool of high ability women who are willing to assume additional responsibilities.
9. Help women to understand the educational system and to realize that to be a part of the structure may call for a willingness to manipulate the structure, or the structure will continue to manipulate women.
10. STAND TOGETHER!!!